Campus Master Plan Update Process

Facilities

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Attached is a guide for the Facilities Master Plan Update Process.

Procedurally, each institution is required to update their campus master plans on an annual basis.   Every four to five years the master plan is be presented to the Office of the Chancellor for approval and presentation to the Board of Trustees.

Updating annually will keep information current and improve the ability to make educated decisions regarding plan making for the institution's future.

Maintaining an up-to-date campus master plan also assists with prioritizing proposed campus improvements and aligning potential funding sources for projects:

1. Capital Bonding
2. Higher Education Asset Preservation & Replacement (HEAPR)
3. Operations Budget Repair & Replacement (R&R)
4. Revenue Projects
5. Use in development with other institutions, organizations and partners
6. Use in on-going facilities related decision making
7. Use as a repository of information relating to facilities

Master Plan Board Presentation Schedule

Master Plan - Past Presentations:	Approval Letters	Board Presentation Date
Anoka-Ramsey Community College		January-98
Normandale Community College		March-98
Alexandria Technical College		April-98
Metropolitan State University		May-98
Inver Hills Community College		June-98
Rochester Community & Technical College		September-98
Winona State University		October-98
St. Cloud State University		December-98
Minnesota State University Moorhead		January-99
Fond Du Lac Tribal and Community College		April-99
Riverland Community College		January-00
St. Cloud Technical College		February-00
Fergus Falls Community College		March-00
Southwest State University		May-00
Board Policy Adopted - Requiring the Chancellor's Approval of all Campus Master Plans Followed by a Formal Presentation to the Board of Trustees	June 21, 2001	June-00
Dakota County Technical College		July-00
Ridgewater College - Possibly Qualifies for an Approval Letter		September-00
Minnesota West Community & Technical College - Possibly Qualifies for an Approval Letter		September-00
St. Paul Technical College	February 2, 2001	January-01
Central Lakes Community & Technical College	April 23, 2001	April-01
Bemidji State University - Request for an Up-Date (Not an Approval)	June 4, 2001	5/30/2001 - **Plan Needs Revised**
Open		June-01
Minnesota State College - Southeast Technical	September 28, 2001	July-01
No Meeting Scheduled		August-01
Century College	September 28, 2001	September-01
Hennepin Technical College	October 25, 2001	October-01
Board Meeting was Cancelled		November-01
Lake Superior College	January 4, 2002	December-01
Pine Technical College	February 12, 2002	January-02
South Central Technical College	March 13, 2002	February-02
Minnesota State University, Mankato	May 14, 2002	March-02
Master Plans Scheduled for Presentation:		**Board Presentation Date**
Alexandria Technical College	April 30, 2002	April, 2002
Northeast Higher Education District : **Itasca Comm. College and Mesabi Range Comm. & Tech. College**		May, 2002
Northeast Higher Education District : **Vermilion Community College and Rainy River Community College**		June, 2002 October, 2002
Inver Hills Community College		July, 2002
No Meeting Scheduled		August, 2002
Normandale Community College		September, 2002
Minneapolis Comm. and Tech. College & Metro State Univ.		October, 2002
No Meeting Scheduled		November, 2002
Northland Community and Technical College		December, 2002
Northwest Technical College		January, 2003
Hibbing Community College		February, 2003
Master Plans Needed:		**Board Presentation Date**
Anoka-Hennepin Technical College		March, 2003
North Hennepin Community College		April, 2003
Master Plan Up-Dates Needed:		**Board Presentation Date**
Winona State University		May, 2003
St. Cloud State University		June, 2003

Campus Master Planning

Minnesota State Colleges & Universities

Planning Goals:

- **Prioritize Campus Needs**

- **Promote Comprehensive Decision Making**

- **Create a Centralized Repository for Information**

- **Annually Update the Plan - Creating a Living / Ongoing Document**

- **Analyze Trends Related to Community and Student Needs**

Purpose: Maintaining an up-to-date campus master plan that fosters responsible decision making related to prioritizing campus needs and funding requests for the following:

1. Capital Bonding
2. Higher Education and Asset Preservation and Replacement
3. Operations Budget (Repair & Replacement)
4. Revenue Projects

Updating Process: Create a master plan task force composed of campus administrative staff, faculty, students, and community members. On an annual basis revisiting the relevant sections of the campus master plan to determine what sections require modification or additional information.

Master Plan Sections:

Section 1 - Updating Process

Section 2 - Executive Summary

Section 3 - Campus History

Section 4 - Demographics

Section 5 - Planning Process

Section 6 - Academic Planning

Section 7 - Existing Facilities Analysis

Section 8 - Facilities Plan

Section 9 - Asset Protection & Loss Control

Section 10 - Existing Site Analysis

Section 11 - Site Plan

Section 12 - Project Implementation

Section 13 - Community, Economic, & Regional Issues

Section 2 - Executive Summary

The updating process for an Executive Summary should include the following four major components. Executive summaries may be used for: capital budget issues, predesign documents, marketing brochures, master plan presentations, and partnership pursuits.

1. **Background:**

   1. Campus Location: locally (where in the city) and regionally (where in the state)
   2. Campus History: explain significant dates in chronological order
   3. Academic Offerings: specialty programs, programs increasing or decreasing in enrollment
   4. Regional Demographics: using a 5-7 county regions show increasing and decreasing populations from the market areas of the student population
   5. Campus Demographics: show enrollment trends for the past 5-10 years with a breakdown of the following: community oriented v. campus oriented students, full or part time, male or female, and home town by region
   6. Partnerships: list the public/private partnerships designed to better serve the higher educational needs of the community and promote economic development in the community.

2. **The Planning Process:**

   Summarize the visioning goals, the schedule used, the key participants that formed the steering committee, and the public participation process used in developing the campus master plan.

3. **The Master Plan:**

   1. Site Analysis: outline existing issues such as: parking needs, accessibility barriers, automobile and/or pedestrian circulation hazards, underground utilities, existing property ownership (boundary defined), proposed property acquisition (boundary defined), natural resources to preserve, adjacent land uses (residential, commercial, industrial, or other), major access roads with names, site grading (slope analysis), existing vegetation, existing flood plains, front door image analysis, or any other information relevant to the campus.

   2. Facilities Analysis: explain existing space uses with space deficiency and surplus information that highlights obsolete and under utilized spaces on campus. Formulate short-term, mid-term, and long-term plans to meet the needs of the campus that include any combination of the following: asset preservation, minor and major remodeling, expansion, and demolition.

   3. Prioritization & Implementation: identify funding sources and timelines for Capital Improvement, Higher Education Asset Preservation & Replacement (HEAPR), Asset Protection & Loss Control, and Repair & Replacement projects.

4. **Updating Strategy for Continued Updates:** Organize a campus planning steering committee assigned to revisit the sections in need of an update. Not all sections will require updating on an annual basis. Share the list of tasks identified among the list of committee members to avoid creating an overwhelming list of tasks for one individual.

Section 3 – Campus History

Any information relevant to documenting the history, character, and context of the campus should be included in this section such as timelines and articles.

1. **Campus history**: This section is designed to document the unique and colorful history of events that have lead up to the present day campus and its role within the immediate community and the state of Minnesota. This section is designed to create an organized repository for historical events that have contributed to the current configuration and mission of the institution.

    1. In chronological order list the significant dates of events that have lead up to the existing academic focus and configuration of the campus.

    2. Explain the role of your institution within the system of Minnesota State Colleges and Universities.

    3. Document the construction date of the original campus buildings and all of the additions and major remodeling projects on campus.

    4. Explain significant trends that have been the driving force behind the transformation of academic program offerings to meet market demands.

    5. Explain the role that the campus has played in improving the economic vitality of the community.

Section 4 – Demographics

Update the following demographic information to include regional, campus, and learner type demographic information. Use campus staff to develop background information for the three following major categories. Use this information to assist with making educated decisions on campus.

1. **Regional Demographics by County**

    1. Five to seven county regional analysis studying increases and decreases in population
    2. Analysis of population changes by age group: ages 1-17, 18-24, 25-45, and 46-65.

2. **Campus Demographics:**

    1. Community based or campus based students
    2. Full time or part time students
    3. Male or female
    4. Average age, race/ethnicity, native languages spoken on campus
    5. Faculty and staff data (numbers, age, etc.)
    6. Enrollment trends in full year equivalent vs. total head count
    7. Actual and projected full-year equivalent enrollment
    8. Unduplicated headcount by course type for FY2001 students
    9. Program areas by percentage by current enrollment and past total graduates
    10. Follow-up employment data from recent graduates by academic program
    11. Current academic program offerings
    12. Student transfer statistics

3. **Learner Types:**

    1. Employed Learners
    2. Occupational/Professional Enhancement Learners
    3. Degree Completion Adult Learners
    4. Life Fulfillment Learners
    5. College Experience Learners
    6. Remediation Learners
    7. Pre-College (K-12) Learners

- **Refer to attachments for examples from other master plans –**

Section 5 – Planning Process

The campus master plan Updating Process should:

- ? **Confirm facilities related assumptions**
- ? **Arrive at conclusions based on current information**
- ? **Create a vision for the future development of the campus**

1. The 2002 planning direction outlined below establishes the vision, mission, and guiding principles for the development of a successful campus master plan:

   1. Increasing access and opportunity for all citizens to the benefits of higher education.
   2. Strengthen community development and economic vitality on all levels
   3. Deliver high quality learning options and services that respond to community needs
   4. Create an integrated system emphasizing quality, effectiveness and efficiency

2. A campus master plan Updating Process consists of two major components:

   1. Create a Master Plan Updating Task Force or Executive Committee:

      Assigning a Task Force Team or Committee the responsibility of updating the relevant sections of the master plan to improve upon the decision making process related to campus issues. Dividing up the tasks to separate members on the team reduces the burdening on one specific individual. Identify the sections that can be updated by campus staff and what sections will require professional consulting assistance. Refer to the examples attached that assign specific master plan sections to specific individual on the task force committee based on their area of expertise or background.

   2. Documenting and Summarize the Planning Process Used:

      Include the relevant documentation from focus group and public input meetings. Include pictures from charrettes, workshops, and any other public meetings used to create the plan.

Section 6 – Academic Planning

Summarize the connection between academic program modifications and how the changing physical space needs impact facilities on campus. Provide the necessary background information to identify trends and assist with working towards a common goal:

1. Clarify the institutional mission statement and higher educational role within the system.

2. Current academic programs and departments offerings:
   a. List academic programs by departments or divisions
   b. Categorize transfer, degree completion, and technical programs

3. Identify Specialty Programs or Programs of Excellence that are unique to the region.

4. List current customized training, continuing education, and work force development programs.

5. Specify significant changes in program offerings or course delivery techniques and describe how they relate to physical space needs. Include relevant information related to program additions, closures, and redesigns.

Section 7 – Existing Facilities Analysis

Maintaining up-to-date facilities base information is the foundation for making educated decisions related to the preservation, remodeling and new construction projects on campus.

1. Update plan view drawings that show the existing facilities and how the spaces are currently used.

2. Document space deficiencies and surpluses using space utilization guidelines to develop findings. Explain the reasons behind the identified space surpluses and deficiencies.

3. Annually – print out the Facilities Condition Assessment using the Facilities Condition Module – review and update facilities information prior to creating project scenarios.

4. Identify obsolete spaces on campus and determine the issues related to the obsolescence: lack of updating, lack of temperature control, poor lighting, inconvenient location on campus, poor air quality, lack of instructional technology, inappropriate scale (size of room), outdated furniture or equipment, etc.

5. Identify spaces on campus needing minor remodeling or updating, major remodeling, or expansion.

6. Project future space needs for campus expansion projects for academic and revenue buildings.

7. Document all infrastructure on campus including but not limited to: steam tunnels, sanitary sewer lines, domestic water lines, fiber-optic lines, telephone network, natural gas lines, electrical service, storm water drainage system.

8. Inventory student housing both on and off campus.

9. Compile relevant drawings of the facilities, including: plan views, elevations, cross-sections, and details and perspectives.

Section 8 – Facilities Plan

Maintain an up-to-date Facilities Plan showing proposed improvements and how they relate to existing conditions on campus.

1. Identify both major and minor projects that are proposed for the campus. Using exhibits or amendments to the original plan include the following:

    1. Update the list of potential short and long-term renovations and expansion projects using the project scenario system from the Facilities Condition Module.

    2. Consider developing a strategy for decommissioning obsolete spaces or buildings that are past their useful life.

    3. Clarify space surplus and deficiency needs to identify possible needs for building expansions or renovations.

    4. Develop a strategy for packaging short-term, mid-term, and long-term projects for Repair & Replacement, Higher Education Asset Preservation & Replacement (HEAPR), Capital Improvement Projects (Capital Bonding), and Asset Protection and Loss Control projects.

    5. Identify costs associated with asset preservation items and proposed remodeling or new construction projects.

    6. Using the Facilities Condition Module develop a maintenance repair program for each building or wing.

    7. Develop plan for interior spaces on campus that coordinates furniture, lighting, way-finding signage, room finishes, and public art.

    8. Align the Technology Master Plan for the campus with the Academic Master Plan and the opportunities and constraints of the Facilities Plan.

    9. Develop an Energy Conservation Plan and Pollution Reduction Plan to reduce the environmental impact of the campus.

Refer to the exhibits attached to this section for examples to follow when revising existing or developing new drawings.

Section 9 – Asset Protection & Loss Control

Two possible additions to the Campus Master Plan may include plans for Asset Protection and Loss Control for: academic, administrative, residence halls, student unions and the development of an Emergency Readiness Plan.

1. **Asset Protection and Loss Control:**

    1. What is a loss:

        How does a loss occur, who suffers the loss, how can they be prevented, or at least mitigated, and through what means can this be accomplished?

        Potential losses are life, health, property (facilities, equipment, money, and intellectual), career, and reputation. These losses occur through weather, fire, flood, war/terrorism, assault (physical or mental), building or equipment failure, accidents, medical or environmental contamination, theft, or human error.

        Those who suffer a loss include faculty, staff, students, the general public, public or private entities, and the environment.

    2. Mitigating Loss:

        The means to prevent or control these losses are varied as are the individuals responsible for their implementation. Loss control measures include development and continual evaluation of an emergency plan for each institution or physical unit; security; training and inspection; building codes and standards; maintenance standards; health standards and requirements; rules and regulations, and most of all education.

        Mitigating factors that might control the extent of a loss include equipment like: fire detection and prevention equipment, safety and security devices, mechanical systems, training and many others. In addition, insurance, worker's compensation, or disability payments are a means to reduce the effect of a loss or to compensate for a loss. Responsibility for controlling losses by any of these means rests with each institution.

    3. A template is being developed to assist campuses in reviewing loss control factors that include emergency plans, equipment, training, education programs focusing on health and safety.

2. **Emergency Readiness Plan:**

    1. Evacuation Procedures for Fire, Natural Disasters, Terrorist Attacks, etc.
    2. Evacuation Rehearsals

Section 10 – Existing Site Analysis

Maintaining an updated site plan of existing conditions for the campus is needed for educational decision making for future projects and establishing a prioritization. A comprehensive campus master plan site analysis includes:

1. **Real Estate Management:**

    1. Site drawing (black & white 8 ½" x 11" line drawing) showing existing campus building inventory, roadway access, parking lots, existing property boundary, proposed property acquisition boundaries, adjacent land uses and zoning, significant natural resources, landmarks, etc.
    2. Terms of lease agreements
    3. Property acquisition and disposition
    4. Survey of existing property or property boundary legal description
    5. Inventory of adjacent land uses and zoning
    6. Aerial photograph showing existing campus improvements and relationships, native vegetation, roadway access and adjacent land uses.

2. **Circulation and Parking:**

    1. Existing parking, accessible parking, striping, and signage
    2. Existing way-finding signage
    3. Automobile circulation
    4. Pedestrian circulation and crosswalk locations
    5. Bicycle circulation and parking

3. **Campus Aesthetics and Natural Amenities:**

    1. Entry images, campus monuments, and first impressions
    2. Campus edges
    3. Outdoor rooms and public gathering spaces
    4. Campus landscaping plan
    5. Site furnishings and trash receptacles
    6. Document open space malls and vistas
    7. Document natural resources: existing vegetation, ponds, lakes, prairies, wetlands
    8. Identify existing drainage patterns, watersheds, and slopes on campus site

4. **Safety and Accessibility:**

    1. Security Services and call boxes
    2. Exterior lighting for parking and walkways
    3. Building and site accessibility

5. **Utility Infrastructure inventory:**

    1. Overall Utilities: domestic water, steam, natural gas, electric, alternative fuels
    2. Sanitary and storm water sewers
    3. Technology: fiber optics, broad band, telephone

Develop (8 ½ x 11" or 11x17") exhibits that show proposed campus improvements and how those improvements relate existing conditions on campus.

1. **Real Estate and Site Management:**

    1. Develop a site drawing (black & white 8 ½" x 11" line drawing) showing existing campus elements and proposed improvements including:

        -building inventory
        -roadway access and parking lots
        -existing property boundary
        -proposed property acquisition with boundaries
        -adjacent land uses and zoning
        -significant natural resources and significant landmarks

    2. Develop a plan for property acquisition and disposition, include legal descriptions and drawings of boundaries.
    3. Outline strategic plans for creating community partnerships (joint venture projects) for sharing real estate assets like athletic fields, etc.

2. **Circulation and Parking:**

    1. Develop a proposed parking expansion plan
    2. Develop a plan for improving accessible parking, striping and signage
    3. Develop a way-finding signage plan
    4. Develop a proposed automobile circulation plan
    5. Develop a proposed pedestrian circulation plan including crosswalk designs
    6. Develop a proposed bicycle circulation and parking plan

3. **Campus Aesthetics and Natural Amenities:**

    1. Improve entry images, campus monuments, and first impressions
    2. Reinforce campus edges providing a sense of place
    3. Strengthen outdoor public gathering spaces
    4. Develop a master landscape plan for the campus
    5. Coordinate site furnishings and trash receptacles campus-wide
    6. Develop a preservation plan for all open space malls and vistas
    7. Develop a preservation plan for all natural resources: vegetation, lakes, prairies, wetlands
    8. Document watershed analysis (slope analysis) of the campus and surrounding properties

4. **Safety and Accessibility:**

    1. Strategies for increasing campus security
    2. Future plans for expanding exterior campus lighting for parking and walkways
    3. Plans for increasing accessibility campus-wide

5. **Utility Infrastructure inventory:**

    1. Expansion of utilities: domestic water, steam, natural gas, electricity, alternative fuels
    2. Expansion of sanitary and storm water service
    3. Expansion of technology service: fiber optics, broad band, and telephone

-   **Refer to attachments for examples from other master plans –**

Section 12 – Project Implementation

During the master plan updating process develop a strategic plan for implementation. Include funding sources, scope, cost, and schedule of potential projects.

1. **Prioritizing & Packaging Projects:**

   1. Compile a comprehensive list of facilities needs.

   2. Prioritize needs within short, mid, and long-term categories, depending of order of importance.

   3. Create a time line showing consecutive funding cycles for design and construction for phasing potential projects.

   4. Combine logically compatible items into a project package. For example, during a major remodeling of an interior shell consider upgrading ventilation, plumbing, mechanical, heating, cooling, and electrical systems. Addressing deferred maintenance items within capital projects is an excellent way to lower a facilities backlog.

2. **Funding Sources:**

   Aligning projects with compatible funding sources is the next step in project implementation. The following categories are possible funding sources to consider:

   1. Higher Education Asset Preservation and Replacement (HEAPR)
   2. Capital Improvement Project – Bonding
   3. College Operating Funds
   4. Revenue Funds
   5. Partnerships with Public Agencies – City, County, Federal Match Programs
   6. Private Partnerships with Local Industries
   7. Other

- **Refer to attachments for examples from other master plans –**

Section 13 – Community, Economic, & Regional Issues

The strategic plan for 2002 for Minnesota State Colleges and Universities emphasizes the importance of developing partnerships that promote economic development and community vitality. Partnership opportunities available for consideration include:

1. Program Articulation with other MnSCU Institutions:

   1. Expansion of transfer and career program choices through collaborative programs
   2. Improve efficiency of course delivery

2. Collaborative Programs with other higher education institutions:

   1. Offer upper division degrees (accelerated or traditional)

3. Workforce Development Partnerships:

   1. Purse workforce development service partnerships
   2. Participate in School-to-Work K-12/Post-Secondary/Business Partnerships to improve students ability to clarify career goals
   3. Work in collaboration with business to modify, supplement, and develop courses that directly target the needs of the business community
   4. Assist business organizations with improving effectiveness through employee education and training
   5. Develop external marketing communications to improve awareness in the business community of products and services – Continuing Education and Customized Training
   6. Solicit ideas from the community for future training and education initiatives
   7. Participate in statewide education and training development opportunities

4. City, County, and Regional Economic Development Organization:

   1. Promote joint venture partnerships with public / private entities
   2. Use Minnesota Department of Economic Security Research and Statistics information to identify work force supply and demand factors to influence future program development
   3. Work towards aligning program offerings with job vacancy demands by industry
   4. Advocate for forming private / public partnerships in the community promoting economic development and vitality in the community
   5. Provide small business incubator services to the community
   6. Work to improve the quality of life in the community through advancement of health / wellness programs, arts, and life long learning opportunities
   7. Anticipate and respond to workforce needs of Minnesota by partnering with employers and agencies and developing innovative learning opportunities

- **Refer to attachments for examples from other master plans –**